Webliography: School Counselor Inclusion

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**Summary**

The authors, Mary A. Clark and Jennifer C. Breman, in their article, “School Counselor Inclusion: A Collaborative Model to Provide Academic and Social-Emotional Support in the Classroom Setting” strive to convey reasoning for delivering school counseling services in an inclusive environment. They propose exposing children to strategies, normally covered in small group setting, while in the classroom will help students to transfer the new learning to the classroom setting. Also, teachers would benefit from seeing how meetings may be conducted so they too can incorporate this into their daily class routine.

**Critique**

The reasoning, I surmise, behind the authors attempt at giving school counselors a new way to implement their counseling services is based on the inclusion model that is used by the special education department in schools today. Students seem to benefit from being taught skills and strategies in the context of the environment in which they need to display them.

The authors, both counselor educators, view inclusion as a combination of “providing academic and social-emotional support to all students through a myriad of approaches, a variety of services and innovative interventions in classroom settings, whether or not students receive special education services” (Clark & Breman, 2009, p. 7). With a portion of the ASCA’s model being focused on collaboration, using the authors’ advice of going into the class will facilitate communication between the counselor, the general education teacher, and the special education teacher. Counselors will infuse the academic curriculum with group activities that could have the potential to help more than just the few students that may present with a particular problem.

Clark and Breman explained that this school counselor inclusion model helps to eliminate the pressure teachers feel in giving up their class time for guidance activities. They related this type of counseling to solution focused brief therapy in which there is a goal (i.e. teamwork, communication skills), possibly identified by the teacher, in which the counselor can offer support for. The teacher can still teach the curriculum while the school counselor works on a skill or strategy that will directly tie-in to what the teacher needs to accomplish for the day.

**References**

Clark, M., & Breman, J. (2009). School Counselor Inclusion: A Collaborative Model to Provide Academic and Social-Emotional Support in the Classroom Setting. Journal of Counseling & Development, 87(1), 6-11. Retrieved from ERIC database.